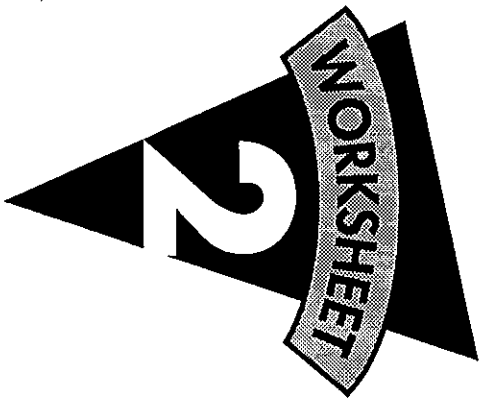


## A PLANT BOOK





# POISONOUS PLANTS

Name of plant	Poisonous Features	Effects on People

# Key Ideas

All key ideas are taken from previous activities in this unit.

## Work Requirements

Students will:

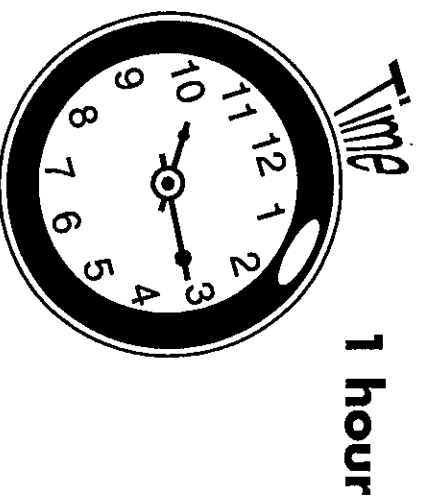
- make a book based on the information from the activities in this unit
- use photographs and drawings to illustrate the book.

## Teacher Preparation

Students are required to produce a book which brings together all the information they have learnt about plants. They may like to do it in small groups, with each group producing a book, each student in the group being responsible for a couple of pages.

## Materials

paper  
cardboard  
plants  
pens, pencils, felt pens  
paint  
photographs



# Student Tasks

## FOCUS

Think about all the knowledge we have about plants

## INVESTIGATE

Plan a book based on this information.

Decide if it will be a report or a set of descriptions about each plant.

What will you include?

Which topics / sections will be in the book?

How will you illustrate it?

## PROCESS DATA

Write drafts of the sections according to your plan.

Check with teacher in conference sessions.

Make a book according to your plan.

Redraft.

Add illustrations / photographs.

## EVALUATE

Students present their books to the class.

Perhaps they could take them out to community members, especially those who helped them learn about plants.

Students can share books with younger children. Books can become part of the class / school library.

# Vocabulary

Revise all the vocabulary items in this unit.

## Language structures and features

Use of present tense

There are \_\_\_\_\_

Plants need \_\_\_\_\_

Use of passive voice

\_\_\_\_\_ is \_\_\_\_\_ed by \_\_\_\_\_

\_\_\_\_\_ are \_\_\_\_\_ed \_\_\_\_\_

Giving reasons

Stating similarities / differences

Giving instructions

## Genres

Written report using:

General statement; headings; summary statement

Description of plants as in an encyclopedia

CULTURAL CONSIDERATIONS • • • • •

# ASSESSMENT AND EVALUATION

## Assessment

These are some pointers that you can use for assessment. You may wish to use the following table as a checklist. It would also be a good idea to keep samples of students' work.

- Actively participates in all activities, investigations and discussions.
- Has appropriate group work skills.
- Completes all worksheets in unit.
- Follows written and oral instructions.
- Records results from investigations accurately.
- Lists the names of useful plants and which parts are used.
- Identifies some of the local plants.
- States the conditions required for the plants to grow.
- Writes a recipe for bush medicine.
- Classifies plant foods according to which part of the plant they come from.
- Shows an understanding of how a plant can make life easier by making something from a plant.
- Measures and charts the growth of a plant.
- Identifies poisonous plants.
- Demonstrates an understanding of how the properties of plants determine their uses.
- Makes a plant book using information from the activities in the unit.

## Evaluation

Ask yourself the following questions:

- How do I think the unit went?
- Did the students enjoy the activities?
- Were the learning outcomes achieved?
- Were the activities suitable for the group?
- Were the students interested in the work?
- Was the time frame appropriate for the students?
- Did I need to spend more time on some activities and less time on others?
- What would I do if I was teaching this unit again?

# STUDENTS' SELF-ASSESSMENT

You may wish to give the students a self-assessment form to get an idea of how they felt about the unit. This will help you with your evaluation of the unit.

Name .....

Date .....

**Three things I learned about plants are :**

1. ....
2. ....
3. ....

**What I liked doing best**

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**I would like to learn more about**

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